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ABSTRACT

This study is based upon a survey done by the Office of Institutional Development and Technology and the Institute of Teaching & Learning done on the faculty of College of the Canyons who have taken at least one of the Institute's courses since it began. The goal was to get information that can be used for program improvements. Out of the 66 people that the survey was sent to, 27 completed it in an acceptable way, making the response rate 41 percent. Most of the respondents were satisfied with the course/s they had taken and were interested in taking more classes. Almost of all of the respondents agreed with the relevancy of the course's content, effectiveness of instructor, and the positive impact made upon those who had taken the class. The survey included an open-ended comments area that yielded mostly positive results and expressed the desire of the faculty to take more classes. Another section was titled the suggestions of improvement that found that most faculties expressed a need for more classes as well as more classes offered to the faculty. The document contains three figures, three appendices, and a copy of the survey. (MZ)

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Institutional Development and Technology

Institute of Teaching & Learning Spring 2003

Report # 135

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June 2003

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Institute of Teaching & Learning
Spring 2003

Executive Summary

The Institute of Teaching and Learning was, in part, developed in response to a report published by the Little Hoover Commission. The report claimed that, "The state needs our community colleges to develop lifelong learners, yet teaching quality has too often taken a backseat. Fostering lifelong learners will require a more explicit commitment to developing quality teachers throughout our community college system" (Little Hoover Commission Executive Summary, 2000, p. ii). The report suggested that "Each college needs to pursue every opportunity to ensure that its faculty have the skills and expertise they need to provide teaching excellence....And research at the University of California on community college teaching reveals that few colleges offer effective teacher education programs for faculty" (p. vi). The report went on to say that, "The community college system pursues multiple and divergent missions and consequently fails to emphasize teaching" (Little Hoover Commission, 2000, p.4). In response to these concerns, College of the Canyons established an Institute of Teaching and Learning to support faculty efforts to improve and expand their teaching skills. The full-time faculty who complete the program are eligible for salary advancement. The Institute is designed for both full-time and part-time faculty, providing opportunities to promote and to enhance teaching skills, to learn the newest pedagogy, and to experience technology for the classroom. The Institute provides a collection of courses about teaching and learning, which are tailored to the needs of community college faculty members. To date **66** faculty members have taken part in one or more of the Institute's courses (unduplicated count).

The Office of Institutional Development and Technology, along with the Director of the Institute of Teaching & Learning surveyed all College of the Canyons' faculty who have enrolled in one or more of the Institute's courses since it began. The survey was intended to obtain information that can be used for program improvement, provide a profile of its students and the number of participants for each course. Of the **66** participants surveyed, **27** completed questionnaires were returned. This resulted in a response rate of **41** percent.

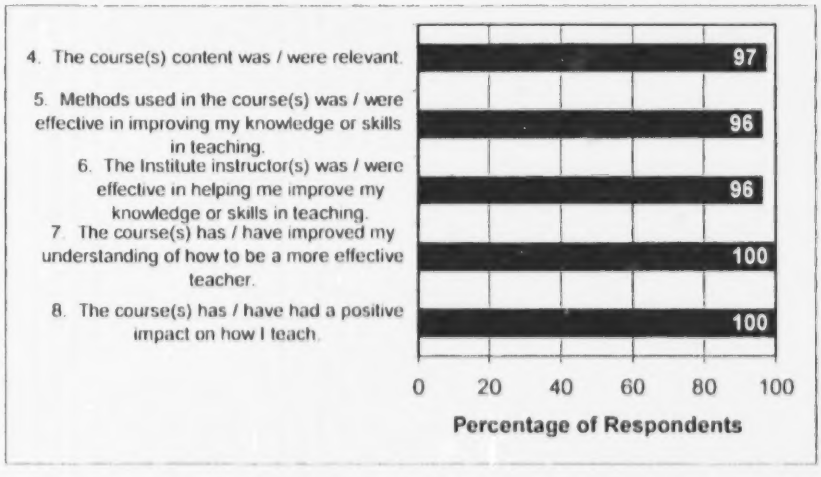
4. The course(s) content was / were relevant.
5. Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching.
6. The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching.
7. The course(s) has / have improved my understanding of how to be a more effective teacher.
8. The course(s) has / have had a positive impact on how I teach.
97
96
96
100
100
0
20
40
60
80
100
Percentage of Respondents

Figure 1. Percentage of Respondents Indicating Their Level of Agreement to be "Agree" or "Strongly Agree" With Statements About the Institute of Teaching & Learning Program

Nearly all of the respondents indicated that they "agree" or "strongly agree" with the relevancy of course content, effectiveness of methods used in the course and instructors as they relate to improving their knowledge and / or skills in teaching, improvement of participants' understanding of how to be a more effective teacher and the positive impact course(s) has / have had on how participants' teach.

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Open-ended responses provided more insight into why faculty enroll in the Institute courses, how the courses impact their teaching, suggestions participants have for improvement and any additional comments they have regarding the Institute. One central theme running through the reasons why faculty members have decided to enroll in courses is for development of their teaching skills. Of the 25 respondents, 14 indicated that they enrolled in a course to develop or enhance their online teaching skills and / or for general improvement of their teaching skills. Some comments included:

- "I wanted to improve my skills and expose myself to what online teaching is about...."
- "I wanted to teach an online course and I figured this course would prepare me."
- "A desire to improve my teaching skills...."

Other ways in which participants' indicated the Institute course(s) has / have changed their teaching centered on increased awareness of technology resources and teaching techniques:

- "The microteaching has made me more aware of letting my students know my objectives...."
- "More 'tools' in my 'toolbox' – more techniques to assess classes and to teach with...."
- "Made me more aware of the student side – how much time is needed for assignments – how much we students become tied to the computer – keep the amount of busy work down."

While there were a variety of responses, a couple of central themes ran through them. One theme centered on the incorporation of online teaching techniques into their courses and the addition of teaching online courses. Similarly, five respondents indicated that the course they took increased their confidence in online teaching, thus making them more comfortable to incorporate online teaching techniques. Some comments about how participants' teaching have changed regarding online teaching and their confidence included:

- "...I have incorporated online discussion boards in my traditional lecture classes. I will be adding more online resources to these classes."
- "...The Institute has added to my confidence as a teacher making me (I believe) a better teacher."
- "More aware of using teaching skills effectively – knowledge of technology available on campus enhanced – not afraid to try new ideas."

All fourteen additional comments provided by respondents were positive. Respondents expressed their appreciation for the courses offered at the Institute, including the skills and knowledge they have acquired, professional relationship development with colleagues and their overall experience in the program. Some positive comments included:

- "...[I]nstills confidence, increases skills, and as an adjunct allows me to develop professional relations I wouldn't be able to otherwise."
- "The instructors were excellent as was the content...."
- "Participation in the course has brought me close to colleagues – it really creates a sense of community of education."

Overall, open-ended comments by respondents were positive indicating both an appreciation for the experience, knowledge and skills gained; as well as, an interest in taking more classes from the Institute. The central theme running through the *suggestions for improvement* was the need for more classes and for the Institute to continue offering courses for faculty. The need for courses such as those offered through the Institute and the benefit of such courses is evident from the respondents' ratings of the Institute's courses and their open-ended comments.

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Introduction

The Institute of Teaching and Learning has been offering courses since the Spring 2002 semester. The Institute was originally a grant-funded project by the Chancellor's office under *Fund for Instructional Improvement*. Due to budget cutbacks, funding from the Chancellor's office is no longer provided to the program; however, College of the Canyons commitment to professional development of its faculty and excellence in teaching has enabled the program to continue operating.

The Institute was, in part, developed in response to a report published by the Little Hoover Commission. The report claimed that, "The state needs our community colleges to develop lifelong learners, yet teaching quality has too often taken a backseat. Fostering lifelong learners will require a more explicit commitment to developing quality teachers throughout our community college system" (Little Hoover Commission Executive Summary, 2000, p. ii). The report suggested that "Each college needs to pursue every opportunity to ensure that its faculty have the skills and expertise they need to provide teaching excellence....And research at the University of California on community college teaching reveals that few colleges offer effective teacher education programs for faculty" (p. vi). The report went on to say that, "The community college system pursues multiple and divergent missions and consequently fails to emphasize teaching" (Little Hoover Commission, 2000, p.4). In response to these concerns, College of the Canyons established an Institute of Teaching and Learning program to support faculty efforts to improve and expand their teaching skills. The full-time faculty who complete the program are eligible for salary advancement. The Institute is designed for both full-time and part-time faculty, providing opportunities to promote and to enhance teaching skills, to learn the newest pedagogy, and to experience technology for the classroom. The Institute provides a collection of courses about teaching and learning, which are tailored to the needs of community college faculty members. The courses are designed by faculty, for faculty. To date **66** faculty members have taken part in one or more of the Institute's courses, since it began in the Spring 2002 semester (unduplicated count).

The Office of Institutional Development and Technology, in cooperation with the Director of the Institute of Teaching & Learning, surveyed all College of the Canyons' faculty who have enrolled in one or more of the Institute's courses since it began. The survey was intended to obtain information that can be used for program improvement, provide a profile of its students and the number of participants for each course.

Methods

The Institute's director, in cooperation with the Office of Institutional Development & Technology, developed a questionnaire that contained closed-ended questions intended to gather information that can be used to obtain information for program improvement, profile of the Institute's students and courses taken by its participants. Open-ended questions were also included to gather information on why faculty enroll in the Institute courses, how the courses impact their teaching and suggestions participants have for improvement. Respondents were invited to provide additional comments they had regarding the Institute of Teaching & Learning program at College of the Canyons.

Teaching Experience and Faculty Status

Respondents were asked to indicate the total number of years they have been teaching at any level (full or part time) – question 1. In addition, respondents were asked to indicate if their current position at College of the Canyons is full-time or adjunct (part time) – question 2. To gain further information on participation in the Institute, respondents were asked to indicate which Institute of Teaching & Learning course(s) they have taken (question 3). Response alternatives were "EDUC 080-Community College Education", "EDUC 082-Community College Teaching Techniques", "EDUC 084-Microteaching" and "EDUC 090-Strategies for Success in Online Teaching".

Program Evaluation

Respondents were asked to indicate their level of agreement with the following statements about the Institute of Teaching & Learning Program at College of the Canyons (questions 4–8). Response alternatives were: 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly Agree', or 'Not Applicable'.

4. The course(s) content was / were relevant.
5. Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching.
6. The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching.
7. The course(s) has / have improved my understanding of how to be a more effective teacher.
8. The course(s) has / have had a positive impact on how I teach.

Open-Ended Questions

Questions 9 through 11 were designed to gather information on why faculty enroll in the Institute courses, how the courses impact their teaching and suggestions participants have for improvement. Finally, respondents were invited to provide additional comments they had regarding the Institute of

Teaching & Learning program at College of the Canyons (question 12). Questions 9 –12 were as follows:

9. What factors prompted you to enroll in a course in the Institute of Teaching and Learning?
10. How has your teaching changed as a result of the course?
11. What suggestions for improving the Institute do you have?
12. Please use the space below to provide any additional comments you have regarding the Institute of Teaching and Learning program at College of the Canyons.

The Institute's director provided a list of all faculty members who have participated in the Institute to the Institutional Development and Technology office. Surveys were distributed in faculty mailboxes the week of April 28, 2003 to all participants who were teaching on campus at the time of distribution. Surveys were mailed to participants who were no longer teaching at the College.

Of the **66** participants surveyed, **27** completed questionnaires were returned. This resulted in a response rate of **41** percent. Completed questionnaires were coded and tabulated using Remark, Excel and SPSS. Refer to Appendix A for a copy of the questionnaire, Appendix B for a listing of the summary counts and percentages of response frequencies and Appendix C for open-ended responses.

Major Findings

Teaching Experience and Faculty Status

The majority of respondents indicated their faculty status at College of the Canyons to be full-time (**65%**), while the remaining **35** ***percent*** of respondents were part-time faculty (see Figure 1). Since the Institute began offering courses, **32** *full-time* faculty and **34** *part-time* faculty members have enrolled in one or more courses for a total of **66** participants (unduplicated count). Of those who responded to the survey, **12** indicated their total number of years of teaching, at any level, to be between *10 and 19 years*, followed by **nine** who indicated their years of teaching to be between *1 and 9 years* and **four** who indicated that they have been teaching *20 years or more* (see Figure 2).

Figure 1. Faculty Status of Respondents

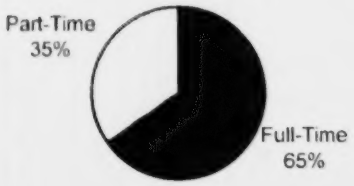
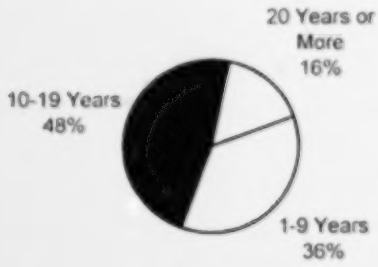


Figure 2. Number of Years Respondents Have Been Teaching (at any level)



Enrollment in ITL Courses

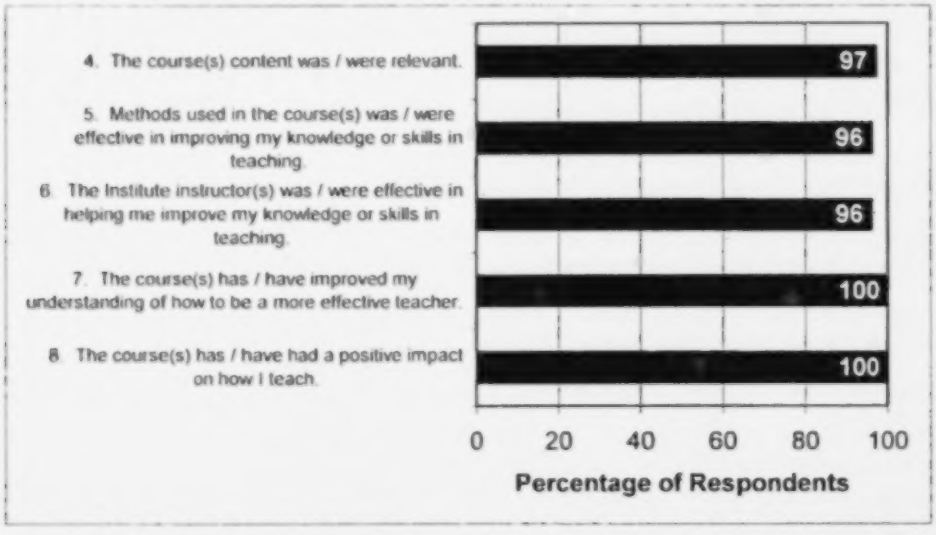
Respondents were asked to indicate which Institute of Teaching and Learning course(s) they have taken. The course receiving the highest number of responses was EDUC-090 – Strategies for Success in Online Teaching (74%), followed by EDUC 084 – Microteaching (33%), Community College Teaching Techniques (18%), and EDUC 080 – Community College Education (11%). Due to the small number of survey respondents compared to the number of faculty who have taken courses at the Institute (66), it is useful to look at the enrollment by course for each semester. Shown below are the enrollments by course and semester at the Institute:

- EDUC 080 – Community College Education: Summer 2002 - **6** enrollments
- EDUC 082 – Community College Teaching Techniques: Summer 2002 – **23** enrollments; Fall 2002 – **21** enrollments
- EDUC 084 – Microteaching: Spring 2002 – **16** enrollments
- EDUC 090 – Strategies for Success in Online Teaching: Summer 2002 - **23** enrollments; Spring 2003 – **23** enrollments

Program Evaluation

Survey participants were asked to indicate their level of agreement with statements about the Institute of Teaching and Learning Program at College of the Canyons, which are shown below in Figure 3. Response alternatives were "Strongly Disagree", "Disagree", "Neutral", "Agree", "Strongly Agree" and "N/A".

Figure 3. Percentage of Respondents Indicating Their Level of Agreement to be "Agree" or "Strongly Agree" With Statements About the Institute of Teaching & Learning Program


4. The course(s) content was / were relevant.
97
5. Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching.
96
6. The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching.
96
7. The course(s) has / have improved my understanding of how to be a more effective teacher.
100
8. The course(s) has / have had a positive impact on how I teach.
100
0
20
40
60
80
100
Percentage of Respondents

Nearly all of the respondents indicated that they "agree" or "strongly agree" with the relevancy of course content, effectiveness of methods used in the course and instructors as they relate to improving their knowledge and / or skills in teaching, improvement of participants' understanding of how to be a more effective teacher and the positive impact course(s) has / have had on how participants' teach.

Overall Open-Ended Responses

Respondents were asked to indicate what factors prompted them to enroll in a course in the Institute of Teaching and Learning (question 9). Of the 25 respondents, 14 indicated that they enrolled in a course to develop or enhance their online teaching skills and / or for general improvement of their teaching skills. Specific comments included:

- "I wanted to improve my skills and expose myself to what online teaching is about...."
- "I wanted to teach an online course and I figured this course would prepare me."
- "A desire to improve my teaching skills...."
- "Desire to be a better teacher."

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Respondents were also asked to indicate how their teaching has changed as a result of the course they took (question 10). While there were a variety of responses, a couple of central themes ran through them. One theme centered on the ***incorporation of online teaching techniques*** into their courses and the ***addition of teaching online courses***. Another theme related to confidence, especially in teaching online. Some comments about how participants' teaching has changed regarding online teaching and their confidence included:

- "I learned about ways to structure an online course."
- "...I have just begun to implement changes, adding more online components."
- "...I have incorporated online discussion boards in my traditional lecture classes. I will be adding more online resources to these classes."
- "...The Institute has added to my confidence as a teacher making me (I believe) a better teacher."
- "More confident to teach via internet, possibly incorporate in on-campus classroom."
- "...I am more comfortable with some online components and so I may incorporate small changes into my courses, line online reading & syllabus or online discussions."
- "More aware of using teaching skills effectively – knowledge of technology available on campus enhanced – not afraid to try new ideas."

Other ways in which participants' indicated the Institute course(s) has / have changed their teaching included the following planning and teaching techniques:

- "Improved planning – more introspective."
- "The microteaching has made me more aware of letting my students know my objectives...."
- "More group work, collaborative and other forms of understanding."
- "...[W]asn't aware of all available to me – starting to incorporate some of this for future classes."
- "More 'tools' in my 'toolbox' – more techniques to assess classes and to teach with...."
- "I'm more mindful of the creative side of teaching. Also, more mindful of the interplay between teaching and learning!"
- "Made me more aware of the student side – how much time is needed for assignments – how much we students become tied to the computer – keep the amount of busy work down."

Suggestions for improvement. Respondents were invited to provide suggestions for improving the Institute. Seven comments related to offering more courses and adding new courses to the Institute. Four respondents provided suggestions related to the time courses are offered, including providing advanced

notice of upcoming course offerings. Two suggestions related to the need for consistent enforcement of rules, procedures and policies for all students. Some of the suggestions made by respondents included:

- "More flexible (different) class times. 3-4:45 doesn't always work, although I imagine it's good for many."
- "More new courses!"
- "Offer more courses."
- "Keep offering courses, develop new ones."
- "More class choices in the future?"
- "Keep offering classes – vary the days – I would like to take 084 but [I] am teaching Wed. PM in Fall."
- "Advanced knowledge of when courses will be offered so I can adjust my teaching schedule and be free to participate."
- "A little slower pace during semesters – we are also teaching, as we become students in these classes. Instead of the beginning of the semester – maybe later in the semester would be better."

Additional Comments. Respondents were invited to provide additional comments regarding the Institute of Teaching and Learning program at College of the Canyons. All fourteen comments provided by respondents were positive. Respondents expressed their appreciation for the courses offered at the Institute, including the skills and knowledge they have acquired, professional relationship development with colleagues and their overall experience in the program. Some positive comments included:

- "...[I]nstills confidence, increases skills, and as an adjunct allows me to develop professional relations I wouldn't be able to otherwise."
- "Thanks for creating wonderful courses and [I] hope for some more."
- "Great program!"
- "The instructors were excellent as was the content...."
- "My experience was extremely positive."
- "It was a wonderful experience...."
- "Participation in the course has brought me close to colleagues – it really creates a sense of community of education."

Conclusions

The majority of respondents were full-time faculty (**65%**); however the participation of full-time and part-time faculty since the beginning of the Institute is almost equal. **Fifty-one *percent*** of the Institute's participants to date were *part-time faculty*, while **48 *percent*** were *full-time faculty*. Many of the respondents have been teaching between *10 and 19 years* (**48%**), while the remaining **36** and **16 *percent*** have been teaching between *1 and 9 years* and *20 years or more*, respectively. Of those who responded, **20** have taken *EDUC 090 – Strategies for Success in Online Teaching*, **nine** have taken *EDUC 084 – Microteaching*, **five** have taken *EDUC 082 – Community College Teaching Techniques* and **three** have taken *EDUC 080 – Community College Education*. Total enrollments by course and semester, since the Institute first began offering courses in the Spring 2002 semesters are as follows:

- EDUC 080 – Community College Education: Summer 2002 - **6** enrollments
- EDUC 082 – Community College Teaching Techniques: Summer 2002 – **23** enrollments; Fall 2002 – **21** enrollments
- EDUC 084 – Microteaching: Spring 2002 – **16** enrollments
- EDUC 090 – Strategies for Success in Online Teaching: Summer 2002 - **23** enrollments; Spring 2003 – **23** enrollments

Overall, respondents were satisfied with the course(s) they have taken through the Institute and expressed an interest in taking more classes. Nearly all of the respondents indicated that they "agree" or "strongly agree" with the relevancy of course content, effectiveness of methods used in the course and effectiveness of instructors as they relate to improving their knowledge and / or skills in teaching, improvement of participants' understanding of how to be a more effective teacher and the positive impact course(s) has / have had on how participants' teach. This is evident by the percentage of respondents who indicated their level of agreement with the following statements to be "agree" or "strongly agree":

- The course(s) content was / were relevant (97%)
- Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching (96%).
- The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching (96%).
- The course(s) has / have improved my understanding of how to be a more effective teacher (100%).
- The course(s) has / have had a positive impact on how I teach (100%).

Overall, open-ended comments by respondents were positive indicating both an appreciation for the experience, knowledge and skills gained; as well as, an interest in taking more classes from the Institute. The central theme running through the *suggestions for improvement* was the need for more classes and for the Institute to continue offering courses for faculty. The need for courses such as those offered through the Institute and the benefit of such courses is evident from the respondents' ratings of the Institute's courses and their open-ended comments.

Appendix A: Survey Instrument

Institute of Teaching and Learning Survey

The enclosed survey is being sent to faculty who took courses in College of the Canyons Institute of Teaching & Learning program. The purpose of the survey is to obtain information on how we can improve the program. To accomplish this, we need you to complete this survey and return it to the Office of Institutional Development and Technology by **Friday, May 16**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

A. Teaching Experience and Faculty Status

1. Please indicate the **total** number of years you have been teaching at any level (full or part time) _____

2. In your current position at College of the Canyons, are you full-time or adjunct (part-time) faculty?

   Full-time O Adjunct / Part-time O

3. Please indicate which Institute of Teaching and Learning course(s) you have taken. (Mark all that apply)

   EDUC 080 – Community College Education O
   EDUC 082 – Community College Teaching Techniques O
   EDUC 084 – Microteaching O
   EDUC 090 – Strategies for Success in Online Teaching O

B. Program Evaluation

Please indicate your level of agreement with the following statements about the Institute of Teaching & Learning Program at College of the Canyons.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
4. The course(s) content was / were relevant	O	O	O	O	O	O
5. Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching.	O	O	O	O	O	O
6. The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching.	O	O	O	O	O	O
7. The course(s) has/have improved my understanding of how to be a more effective teacher.	O	O	O	O	O	O
8. The course(s) has / have had a positive impact on how I teach.	O	O	O	O	O	O

C. Other Information Regarding COC's Institute of Teaching & Learning Program

9. What factors prompted you to enroll in a course in the Institute of Teaching & Learning?

10. How has your teaching changed as a result of the course?

11. What suggestions for improving the Institute do you have?

12. Please use the space below to provide any additional comments you have regarding the Institute of Teaching & Learning program at College of the Canyons.

Please return your survey to the Office of Institutional Development & Technology no later than Friday, May 16

Thank you for helping us strengthen our program and improve our services to you!

If you have any questions regarding the items, content and/or intent of this survey, please contact Daylene Meusch – Interim Senior Research Analyst at 661-362-5329.

Appendix :. Response Frequencies – Summary of Counts

Institute of Teaching and Learning Survey

The enclosed survey is being sent to faculty who took courses in College of the Canyons Institute of Teaching & Learning program. The purpose of the survey is to obtain information on how we can improve the program. To accomplish this, we need you to complete this survey and return it to the Office of Institutional Development and Technology by **Friday, May 16**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

A. Teaching Experience and Faculty Status

1. Please indicate the **total** number of years you have been teaching at any level (full or part time)
   See Table 1 in Appendix C for frequency distribution

   1-9 Years = **9** 10-19 Years=**12** 20 Years or More=**4**

2. In your current position at College of the Canyons, are you full-time or adjunct (part-time) faculty?

   Full-time **17** Adjunct / Part-time **9**

3. Please indicate which Institute of Teaching and Learning course(s) you have taken. (Mark all that apply)

EDUC 080 – Community College Education	**3**
EDUC 082 – Community College Teaching Techniques	**5**
EDUC 084 – Microteaching	**9**
EDUC 090 – Strategies for Success in Online Teaching	**20**

B. Program Evaluation

Please indicate your level of agreement with the following statements about the Institute of Teaching & Learning Program at College of the Canyons.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
4. The course(s) content was / were relevant	**0**	**0**	**0**	**4**	**23**	**0**
5. Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching.	**0**	**0**	**0**	**6**	**21**	**0**
6. The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching.	**0**	**0**	**1**	**7**	**19**	**0**
7. The course(s) has/have improved my understanding of how to be a more effective teacher.	**0**	**0**	**1**	**7**	**19**	**0**
8. The course(s) has / have had a positive impact on how I teach.	**0**	**0**	**1**	**8**	**18**	**0**

Appendix B: Response Frequencies – Summary of Frequencies

Institute of Teaching and Learning Survey

The enclosed survey is being sent to faculty who took courses in College of the Canyons Institute of Teaching & Learning program. The purpose of the survey is to obtain information on how we can improve the program. To accomplish this, we need you to complete this survey and return it to the Office of Institutional Development and Technology by **Friday, May 16**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

A. Teaching Experience and Faculty Status

1. Please indicate the **total** number of years you have been teaching at any level (full or part time).
   See Table 1 in Appendix C for frequency distribution

   1-9 Years = **36%** 10-19 Years=**48%** 20 Years or More=**16%**

2. In your current position at College of the Canyons, are you full-time or adjunct (part-time) faculty?

   Full-time **65%** Adjunct / Part-time **35%**

3. Please indicate which Institute of Teaching and Learning course(s) you have taken. (Mark all that apply)

EDUC 080 – Community College Education	**11%**
EDUC 082 – Community College Teaching Techniques	**18%**
EDUC 084 – Microteaching	**33%**
EDUC 090 – Strategies for Success in Online Teaching	**74%**

B. Program Evaluation

Please indicate your level of agreement with the following statements about the Institute of Teaching & Learning Program at College of the Canyons.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
4. The course(s) content was / were relevant	**0%**	**0%**	**0%**	**15%**	**85%**	**0%**
5. Methods used in the course(s) was / were effective in improving my knowledge or skills in teaching.	**0%**	**0%**	**0%**	**22%**	**78%**	**0%**
6. The Institute instructor(s) was / were effective in helping me improve my knowledge or skills in teaching.	**0%**	**0%**	**4%**	**26%**	**70%**	**0%**
7. The course(s) has/have improved my understanding of how to be a more effective teacher.	**0%**	**0%**	**4%**	**26%**	**70%**	**0%**
8. The course(s) has / have had a positive impact on how I teach.	**0%**	**0%**	**4%**	**30%**	**67%**	**0%**

Appendix C: Summary of Open-Ended Comments

Table 1. Frequency Distribution of *Question 1: Please indicate the total number of years you have been teaching at any level (full or part time)*

Years Teaching	Frequency
2	1
3	1
5	4
7	1
9	2
10	2
12	1
13	2
14	2
15	2
17	1
18	1
19	1
20	1
25	2
26	1
Total	25

9. What factors prompted you to enroll in a course in the Institute of Teaching & Learning?

Survey Number	Responses
1	Location and Convenience of class schedule (partially online & in-person).
2	Career Growth - Improving teaching techniques - Meet and develop relationships with peers.
3	I wanted to improve my skills and expose myself to what online teaching is about. Because online teaching is an important trend I wanted to familiarize myself with it and consider how I can use online components in my teaching.
4	Hopefully to teach online courses.
5	Improve my teaching skills, to share ideas with my colleagues, to be a student again! To advance my salary.
7	Improve my teaching skills; get to know colleagues better, units for wage increase.
8	I wanted to increase my marketability as an instructor.
9	Salary scale advancement.
10	My main motivation was salary advancement - but I got more that that from attending - It was a good experience to work at the learning level with colleagues - good couriered and lots of laughs too!
11	Interest in improving my teaching salary advancement.
12	Opportunity to discuss teaching and to get consensus on level of difficulty appropriate to course.
13	Advertising - Compensation – Instructors.

Appendix C: Summary of Open-Ended Comments

9. What factors prompted you to enroll in a course in the Institute of Teaching & Learning?, continued

Survey Number	Responses
14	I was teaching an online class for the first time.
15	Desire for professional development - it looked like fun and it was!
16	Flex credit, interest in course content.
17	I enjoyed getting to know other coc instructors. As adjunct it is difficult to meet fellow instructors outside the specific division.
18	I wanted to teach an online course and I figured this course would prepare me.
19	Credit for salary advancement - opportunity to work with colleagues - desire to become a better teacher.
20	Online classes are obviously becoming an increasing important part of the ed. Process. I wanted to keep myself up to date and offer online/hybrid courses.
21	Wanting to improve my use of the web and blackboard in my class.
22	The course content sounded interesting. Added perk that the units count toward salary advancement.
23	A desire to improve my teaching skills - A desire to work with and get to know my colleagues.
24	Previous experience with one of the instructors.
25	Desire to improve online course - need Flex hours.
27	Desire to be a better teacher.

10. How has your teaching changed as a result of the course?

Survey Number	Responses
1	Planning to teach online at least one course by next year.
2	More 'tools' in my 'toolbox' - more techniques to assess classes and to teach with. The Institute has added to my confidence as a teacher making me (I believe) a better teacher.
3	Interestingly, the review of pedagogy and teaching styles was as influential as the online aspects. I reviewed generally what is good teaching as well as how to accomplish this online. I am more comfortable with some online components and so I may incorporate small changes into my courses, like online reading & syllabus or online discussions.
4	Yes, wasn't aware of all available to me - starting to incorporate some of this for future classes.
5	More group work, collaborative and other forms of understanding.
7	[illegible]nitely, I have already used several ideas I learned in the courses.
8	More confident to teach via internet, possibly incorporate in on-campus classroom.
9	More courage to use internet for classroom.
10	I'm more mindful of the creative side of teaching. Also more mindful of the interplay between teaching and learning!
11	I use the lesson basics most of the time.
12	More punctured - more specific tool - more process / less content.
13	Improved planning - more introspective.
14	I learned about ways to structure an online course. I also am now more aware of how learning styles affect outcomes and adjust accordingly.
15	To plan my lessons more carefully.

Appendix C: Summary of Open-Ended Comments

10. How has your teaching changed as a result of the course?, continued

Survey Number	Responses
16	Well, I have just begun to implement changes, adding more online components.
17	The microteaching made me more aware of letting my student know my objectives. The online class has sparked my interest in teaching online.
18	I am familiar now with the course management systems and philosophies of online teaching.
19	More aware of using teaching skills effectively - knowledge of technology available on campus enhanced - not afraid to try new ideas.
20	Yes, I have e incorporated online discussion boards in my traditional lecture classes. I will be adding online resources to these classes.
21	Make me more aware of the student side - how much time is needed for assignments - how much we students become tired to the computer - keep the amount of busy work down.
22	I am more aware of the difficulties facing online students.
24	Better use of online tools.
25	Am improving my online courses.
27	Risked to try new techniques.

11. What suggestions for improving the Institute do you have?

Survey No.	Responses
1	Need more classes open to other instructors from other campuses.
2	More flexible (different) class times. 3-5:45 Doesn't always work, although I imagine it's good for many.
3	Seems to be working fine.
5	More new courses!
8	Limit number of postings. Personally, instruct students in the rules of technique of they bend the rules.
10	Consistent with enforcing the rules, procedures of policies. No special favors for certain people based on who knows what?
12	Offer more courses.
13	More classes.
15	Keep offering courses, develop new ones.
19	Advanced knowledge of when courses will be offered so I can adjust my teaching schedule and be free to participate.
21	A little slower pace during semesters - we are also teaching, as we become students in these classes. Instead of the beginning of the semester - maybe later in the semester would be better.
22	More classes choices in future?
23	Offer more courses.
24	An advanced of update session.
25	Nothing… Nice Job!
27	Keep offering classes - vary the days - I would like to take 084 but am teaching Wed PM in Fall.

Appendix C: Summary of Open-Ended Comments

12. Please use the space below to provide any additional comments you have regarding the Institute of Teaching & Learning program at College of the Canyons.

Survey Number	Responses
2	Again, instills confidence, increases skills, and as an adjunct allows me to develop professional relations I wouldn't be able to otherwise.
3	I am interested in next semester micro teaching courses, but I'm afraid I won't have the time to devote to it with my over extended adjunct teaching schedule.
4	Excellent - Thanks!
5	Thanks for creating wonderful courses and hopes for some more.
9	Thanks!
12	Great program!
15	Participation in the course has brought me close to colleagues - it really creates a sense of community of education.
16	Offer courses in the summer.
17	It Is a great program and I would like to see it used for salary advancement for adjunct faculty
18	I has a wonderful experience - EDU 090 is innovative, challenging, and hands on
19	Great program - Thank you.
20	The instructors were excellent as was the content. Teaching blackboard - Using blackboard was extremely effective - Thanks!
21	Great! Keep up the good work!
22	My experience was extremely positive.

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